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ABSTRACT

This guide serves as an introduction to the Professional Development Program for Beginning Vocational Teachers. The program has a research base; its overall goal, as outlined in the guide, is to provide a flexible and adaptable mechanism for beginning vocational teachers to have a smoother transition into the field of teaching. The program consists of 11 major components: (1) systematic administrative support; (2) a detailed orientation structured around a specific set of topics; (3) a research-based beginning teacher handbook; (4) a structured mentoring program; (5) a peer support group; (6) an ongoing series of inservice workshops; (7) coaching in reflection; (8) certification courses for teachers with provisional or emergency certificates; (9) a professional development plan individualized to the beginning teacher; (10) a professional development center; and (11) a local professional development coordinator. The program is designed as a collaborative effort involving the local education agency, the state department of education, professional teacher organizations, and teacher education institutions. (KC)

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Vocational Education

University of California, Berkeley

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: AN INTRODUCTION TO THE PROFESSIONAL DEVELOPMENT PROGRAM FOR BEGINNING VOCATIONAL TEACHERS

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PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: AN INTRODUCTION TO THE PROFESSIONAL DEVELOPMENT PROGRAM FOR BEGINNING VOCATIONAL TEACHERS

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Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
September 30, 1992

EXECUTIVE SUMMARY

As teacher shortages develop during the 1990s, and as demands for reform and improvement in education continue, there is a need to find a productive and effective way to assist the beginning vocational teacher in making a smooth transition into the profession. The program discussed in this guide has a thorough research base. This guide serves as an introduction to the Professional Development Program for Beginning Vocational Teachers.

The overall goal of the induction program outlined in this guide is to provide a flexible and adaptable mechanism for beginning vocational teachers to have a smoother transition into the field of teaching. The program consists of eleven major components:

1. systematic administrative support,
2. a detailed orientation structured around a specific set of topics,
3. a research-based beginning teacher handbook,
4. a structured mentoring program,
5. a peer support group,
6. an ongoing series of inservice workshops,
7. coaching in reflection,
8. certification courses for teachers with provisional or emergency certificates,
9. a professional development plan individualized to the beginning teacher,
10. a Professional Development Center, and
11. a Local Professional Development Coordinator.

The Professional Development Program is designed to be implemented as a complete system; however, individual components could be implemented separately. The program can be operated by an individual school system or by a consortium of school systems. The field test of the model program involved five school divisions operating as a consortium. The program is designed to be a collaborative effort involving the local education agency, the state department of education, professional teacher organizations, and teacher education institutions.

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INTRODUCTION

The transition from novice to established teacher is too critical to be left to chance as it has been in the past. As teacher shortages develop during the 1990s (Wise, 1988), and as demands for reform and improvement in education continue, there is a need to find a productive and effective way to assist the beginning teacher in making a smooth transition. What is needed is a structured, well-conceived, collaborative approach to induction assistance, based on research, educational theory, experience, and the best thinking that we can bring to bear on the problem. The program discussed in this guide has a thorough research base and should fit the needs of beginning vocational teachers. This guide serves as an introduction to the **Professional Development Program for Beginning Vocational Teachers**. There are five other guides which provide the directives for each part of the total program. They are:

Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley..

Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional Development of Beginning Vocational Teachers: Administrator Guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley..

Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional Development of Beginning Vocational Teachers: Local Professional Development Coordinator Guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley..

Heath-Camp, B., Camp, W. G., & Adams, E. (1992). *Professional Development of Beginning Vocational Teachers: Mentor Guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley..

Heath-Camp, B., Camp, W. G., & Adams, E. (1992). *Professional Development of Beginning Vocational Teachers: Beginning Vocational Teacher Handbook*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley..

RESEARCH BASE FOR THE PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development Program for Beginning Vocational Teachers discussed in this guide is based on an extensive review of the literature and three years of research. In the research, over twenty-thousand pages of qualitative data were analyzed, a national survey of the induction needs of beginning vocational teachers was conducted, and existing programs of teacher induction assistance throughout the United States were examined. In addition, a panel of national experts in teacher induction reviewed the model and assisted with its revision. The model should be appropriate for any beginning teacher at any level. However, the research on which this model is based is limited to beginning vocational teachers. For a detailed description of the research conducted for this program, see the monograph entitled *On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools* (Heath-Camp, Camp, Adams, Barber, & Talbert, 1992).

GOALS AND OBJECTIVES OF THE PROFESSIONAL DEVELOPMENT PROGRAM

It is the overall goal of this induction program to provide a flexible and adaptable mechanism for beginning vocational teachers to have a smoother transition into the field of teaching. More specifically, the objectives of this program are to

- provide support services to the beginning teacher through a professional development center, a coordinator who can assist in developing professional competencies, a mentor, and meaningful feedback from a number of sources such as principals, local vocational directors, and personnel directors;
- assist the beginning teacher in becoming oriented to his or her school and school system, and its operations and procedures, and to the field of teaching;

- provide resources to the beginning teacher such as a teacher handbook, teaching materials, and curriculum.
- provide an environment that encourages interaction with other new teachers and with other teachers in general;
- provide a series of inservice workshops on topics identified through the research and an assessment of the needs of beginning teachers actually participating in the program;
- assist uncertified teachers to become certified;
- provide the skills and opportunities for beginning teachers to reflect on their teaching and professional responsibilities, thus improving the quality of instruction;
- assist beginning teachers to establish their own goals and objectives; and
- retain promising talented teachers in the field of teaching.

DEFINITION OF TERMS FOR THE PROFESSIONAL DEVELOPMENT PROGRAM

The specific meanings of terms can differ from one context to another. The following definitions are provided to ensure that the terminology used in this series of guides is consistent:

- **Alternative Certification**-Certification based on criteria other than a teacher-education degree in a subject or a degree with a teacher-education component. Examples of criteria may be occupational experience in the technical area taught or a bachelor's degree in the teaching area.
- **Beginning Vocational Teacher Handbook**-A concise handbook that contains routine facts and information that assists beginning vocational teachers to become inducted into the teaching role. The handbook is designed to be individualized to the needs of the local school system.
- **Beginning Vocational Teacher**-An individual who is teaching vocational subject(s) for the first time.

- **Certification**-A license to teach. Certification may be awarded on a temporary or permanent basis. Certification requirements vary by state and even within a state.
- **Induction**-Includes all of the processes and experiences involved in socializing the teacher into the profession. The process begins when the teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession. The length of the induction time period is different for each beginning teacher.
- **Licensure** - Authority to teach in the public schools within a state. Licensure is equivalent to certification.
- **Local Professional Development Coordinator (LPDC)**-An experienced vocational faculty member who is an accomplished teacher and responsible for implementing the Professional Development Program for Vocational Teachers.
- **Mentor**-An experienced, competent, veteran teacher who supports, coaches, nurtures, and guides an inexperienced teacher in becoming a professional teacher. Ideally, this person should be trained in the art of mentoring.
- **Peer Support Group**-A group of beginning teachers who have the opportunity to interact periodically within a group setting and to provide each other with mutual support.
- **Professional Development Center (PDC)**-A service agency physically located within and administered by a local education agency (LEA) or consortium of LEAs. The purpose of the PDC is to provide support to beginning and other vocational teachers. The PDC is managed by the LPDC.
- **Professional Development Course**-A teacher-education course that is designed around the needs of the participants in the course and based on the research reported in *On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools* (Heath-Camp, et al., 1992).
- **Professional Development Plan**-A plan of activities designed to assist a beginning teacher in developing into a competent, knowledgeable teacher. The plan should provide direction for the teacher's early career.

- **Protégé**-One whose welfare, training, or career is promoted by an influential person. In this program, the beginning vocational teacher who is being mentored by a more experienced, competent teacher is the protégé.
- **Reflective Practice** - An opportunity for a teacher to analyze the planning and delivery of previous lessons and use the results to improve future teaching. In addition, the use of questions and other activities which cause a teacher to "reflect" on his or her actions in the role of a teacher both in and out of the classroom.

THE PROFESSIONAL DEVELOPMENT PROGRAM

Components

The model induction assistance program consists of eleven major components, as shown in Figure 1. It is important to understand that the full eleven-component model is not sacrosanct. In the ideal situation, we would recommend full implementation, but individual school system needs, resources, and commitment are paramount when implementing any teacher induction assistance program.

Tailoring the program to local needs may mean using parts of the model and omitting other parts. The model is flexible in that regard. At the same time, to provide a complete description and to put each component in context, we will describe the model in its entirety.

Figure 1
Components of The Induction Assistance Model

<table>
<tr><td>Systematic Administrative Support</td><td>Local Professional Development Coordinator</td><td>Professional Development Center</td></tr>
<tr><td>Detailed Orientation</td><td rowspan="3">PROFESSIONAL

DEVELOPMENT

PROGRAM</td><td>Beginning Teacher Handbook</td></tr>
<tr><td>Certification Courses</td><td rowspan="2">Ongoing Inservice Workshops</td></tr>
<tr><td>Structured Mentoring Program</td></tr>
<tr><td>Coaching in Reflection</td><td>Professional Development Plan</td><td>Peer Support Group</td></tr>
</table>

Description Of The Components

The Professional Development Center (PDC)

The PDC is a service agency physically located within and administered by a local education agency (LEA) or a consortium of LEAs. The PDC is located within a school rather than in the system's administrative offices. The purpose of the PDC is to house materials that will be of assistance to both beginning and experienced vocational teachers as well as vocational teachers who are student teaching. A vocational teacher of any level of experience may use the PDC and seek assistance from the Local Professional Development Coordinator (LPDC). The PDC consists of at least an office, secretarial support, telephone, duplicating capability or support, a professional library, and a LPDC.

For a PDC that operates within a consortium, either a fixed share of the operating costs are determined in advance for each participating system or a fee is charged by the sponsoring system for services provided to participants from other cooperating systems. In either case, a portion of the operating costs and the LPDC's salary may be paid by the cooperating teacher education agency. A variety of funding patterns may take place within or among school systems in order to provide support for

the PDC. For future reference, the term "school system" also will be used to refer to either a single school system or a consortium of school systems.

The collaborating university provides much of the expertise and may provide part of the funding to operate the PDC. In return, the university uses the services of the LPDC in arranging credit courses to be taught in the local system. The critical characteristics of the PDC are listed in Figure 2.

Figure 2.

The Professional Development Center (PDC)

Should Be:

- Located in a Local School
- A Collaborative Relationship Between School and University
- Operated by a Full Time Coordinator
- Jointly Funded by:
  - * Local School or Consortium
  - * University
  - * State Department
- Responsible for Professional Development at the Levels of:
  - * Induction
  - * Continuing Development

Once a LPDC has been selected, that person becomes the contact for the PDC. A list of resources for the Professional Development Center is provided in *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center*.

Local Professional Development Coordinator (LPDC)

The PDC is operated by a Local Professional Development Coordinator (LPDC). It is recommended that the LPDC be a master teacher from the regular vocational faculty of the local sponsoring school system, rather than an administrator within the system or a university faculty member. Also, it is preferable that the LPDC be assigned full-time to the operation of the PDC. At the very least, released time must be provided to the LPDC who cannot be assigned to this task on a full-time basis.

Although nonroutine extra duties may be expected, the LPDC should not be assigned other routine administrative duties such as bus or lunchroom duty that would require him or her to be at a given location on a regular basis. The LPDC should be out in the schools observing beginning teachers, providing inservice training, meeting with administrators, and training and assisting mentor teachers. The LPDC should also have routine hours in which she or he is available in the PDC to assist teachers.

The LPDC is an accomplished teacher who is interested in assuming exceptional leadership responsibilities for a short period of time. She or he is not necessarily moving permanently out of the classroom. The LPDC is trained by the cooperating teacher-education agency or the previous LPDC in providing inservice activities and in organizing and operating an induction assistance program.

The LPDC has the primary responsibility for the organization and conduct of an induction assistance program for beginning vocational teachers. In this role, the coordinator is responsible for identifying beginning vocational teachers and training experienced and successful teachers to serve as mentors (see the LPDC guide for content of training). With the assistance of the administration, the LPDC then facilitates the matching of mentors and novices. In addition, the coordinator organizes ongoing professional induction support and assistance seminars for the novice teachers. Finally, the LPDC seeks out and coordinates college, state department of education, and professional organization assistance and training opportunities for the beginning and other vocational teachers.

Professional development is a continuing process that begins during preservice, encompasses the induction process, and extends throughout the career of the teacher. The coordinator is responsible for organizing and supervising the continuing professional development activities of vocational teachers of the school system to include ongoing support and training for mentors. For a summary of the responsibilities of the LPDC, see Figure 3.

FIGURE 3
THE LOCAL PROFESSIONAL DEVELOPMENT COORDINATOR (LPDC)

Should be:

- Located in the Professional Development Center
- Assigned Full Time
- Hold a Joint Faculty Appointment Between University and School System
- Train Mentors
- Organize and Supervise Induction Assistance Program
  - * Train and Supervise Mentors
  - * Assist Beginning Teacher
  - * Coordinate University Assistance
  - * Coordinate State Department Assistance
  - * Coordinate Professional Organization Assistance
- Organize and Manage a Continuing Professional Development Program Including
  - * Credit Courses
  - * Noncredit Workshops
  - * Local Inservice Training

The LPDC may be granted adjunct or associate faculty status in the cooperating teacher-education college or university faculty. As a result of the university affiliation, the LPDC is in a position to organize college-credit courses and noncredit workshops offered through the college for teachers and others within the system.

In essence, the LPDC becomes a locally based teacher educator. As such, the LPDC should receive an adjunct appointment to the teacher-education faculty as a clinical assistant. In this role, the LPDC organizes both university-credit graduate courses and noncredit workshops for local teachers. Ordinarily, the LPDC does not teach such courses, but, rather, arranges for regular university faculty or other appropriate resource persons to teach courses or workshops in their areas of expertise, with scheduling based on the actual needs of the local teachers and schools. In cases where the LPDC meets the relevant criteria for teaching graduate courses, he or she can certainly do so. As a university representative, the LPDC is in a unique position to facilitate collaboration between university faculty and local school faculty. For a more

detailed description of the role of the LPDC see the *Professional Development of Beginning Vocational Teachers: Local Professional Development Coordinator Guide.*

Regardless of his or her level of experience, the LPDC must receive specialized training in the induction assistance role. Skills in the clinical assistance of novice teachers, reflective self-critique, mentoring, and staff development are not inherited human capabilities. The LPDC should be well-educated in theory and research as well as practice. The LPDC should receive extensive training in those processes through the teacher-education program at the college of education prior to assuming responsibility for serving in that capacity. The credentials should be acceptable to both the LEA personnel as well as meet university requirements. The manual entitled *Local Professional Development Coordinator Guide* which is part of the materials supplied with this program should be used in preparing the LPDC.

Detailed Orientation

The research reveals that many beginning vocational teachers are not given adequate orientations to their respective school systems. Those who do receive orientations are often given so much information that "sensory overload" results and much needed knowledge is lost. The LPDC ensures that new vocational teachers are given the information that is important from the very outset. Moreover, the coordinator ensures that the orientation does not include information that can wait until later. Close monitoring of this information will help to avoid the sensory overload that often results from too much information at once. We have developed a *Beginning Vocational Teacher Handbook* that should provide the LPDC with adequate guidance as to the kinds of information new teachers need. At the very least, it provides guidance as to where to locate the needed information.

Beginning Teacher Handbook

One of the things that repeatedly emerged from our data was the need for a concise handbook that beginning teachers could use for routine information and to guide them as they become inducted into their teaching roles. The handbook should include actual information needed by teachers in order to operate within the system. It also should include checklists of people for teachers to meet and contacts for them to make. This handbook has been developed based on induction research and is part of the materials provided for this induction program. For more detailed information, see

Professional Development of Beginning Vocational Teachers: A Beginning Vocational Teacher Handbook.

Structured Mentoring Program

In almost every beginning teacher program that we studied, mentoring was a strong component. The literature is rich on the use of mentoring. There are numerous mentoring programs throughout the nation. The beginning teachers who were studied for the development of this program also identified "having a mentor in their own subject" as a valued component of an induction program.

Mentors should be supportive, nurturing, and guiding persons who have greater experience than their protégés. Mentoring skills are not inherent in experienced teachers. Mentors should be thoroughly trained and supervised to fulfill this role and their training must be something more than a short inservice workshop. Mentors also should be given released time to work with their protégés. This program provides a structured approach on the use of mentors for beginning teachers and precise activities that should take place as part of the mentoring program. For more detailed information on the role of the mentor, see the guide developed for mentors as part of this program entitled *Professional Development of Beginning Vocational Teachers: Mentor Guide.*

Peer Support Groups

Beginning teachers elaborated on the need to interact with other beginning teachers in a nonthreatening environment. This program incorporates meetings of peer groups as part of the induction process activities. This component appears to be unusual, as peer teacher support groups have not been revealed in other programs.

In this activity, a group of beginning vocational teachers will meet on a regular basis during school hours. Outsiders such as the LPDC will not normally attend the peer support group meetings unless invited. On the other hand, the LPDC will arrange the meetings and solicit topics prior to the sessions. The purpose of these meetings is to give beginning teachers an opportunity to share experiences and ideas among themselves. Care should be taken when the sessions are arranged to ensure that meetings result in problem solving and sharing of positive experiences. Of course, follow-up with the beginning teachers on the effectiveness of this activity should take place after each session.

Systematic Administrator Support

Without active support from local administrators and other supervisory personnel, the induction assistance program cannot succeed. Workshops and individual discussions should be conducted initially and periodically by the LPDC with principals and other school administrators who have responsibility for working with beginning teachers. The purposes and procedures of the induction program should be explained and administrators' assistance and support should be sought. Administrators should also be trained in how to work more effectively with beginning vocational teachers. The criticality of appropriate workloads and class assignments for beginning vocational teachers is one aspect of administrator support that should be emphasized. A second important source of administrative support that should be emphasized is early positive feedback followed by regular constructive feedback.

Series of Ongoing Inservice Workshops

Our research identified an extensive list of beginning vocational teacher inservice needs. A list of these needs can be found in the guide entitled *Professional Development of Beginning Vocational Teachers: Local Professional Development Coordinator Guide*. Using the list of needs in the guide as a starting point, the priorities for different groups of teachers should be set based on a needs assessment for each group of teachers.

Beginning teachers with certification or licensure based on business and industry experience need immediate help in lesson planning and becoming familiar with the curriculum. Teachers with teacher-education backgrounds probably have more immediate needs in stress management and classroom discipline strategies. It is important to understand that beginning vocational teachers are unfamiliar with their roles and so may not have a solid perception of what their actual needs are.

There are several important points to be made about these inservice workshops. They should be made available on an as needed basis. They should be short in duration and offered throughout the year. For instance, as opposed to a single three-day inservice training in August, there might be twelve two-hour workshops scattered throughout the year. As in the case of the orientation, our research indicates that sensory overload often occurs when too much information is given to the beginning teacher too early in the first year.

A list of individual and group workshops and lesson plans and instructional materials for teaching the workshops should be maintained in the PDC and made available as needed. In addition, a resource library of detailed professional development materials for teachers should be maintained as part of the center. Whenever possible, the beginning teachers being served should be guided to specific assistance based on their individual needs.

Members and leaders of the respective professional organizations have subject-specific and program expertise and experiences that beginning teachers of agriculture, business, health occupations, home economics, marketing, trade and industrial, or technology education lack and need. Under the leadership of the state vocational organization, members of the respective affiliate vocational teacher organizations should be asked to provide that expertise to beginning teachers. As an example, a geographic area meeting of beginning marketing teachers and representatives of the state association of marketing education teachers might be held under the coordination of the LPDC. In addition, the LPDC and the mentors will have the expertise to provide training for many of these workshop topics.

Courses for Certification, Licensure, or Graduate Credit

For alternative certification teachers, it is important that coursework required for certification or licensure be available at appropriate times. Coordination of this activity is one responsibility of the LPDC. Additionally, in some states, certification requirements include demonstrating competency at performing certain teaching behaviors. A professional development course has been developed as part of this program and may be used for certification or recertification credit if approved by the state certification personnel. State certification and recertification requirements vary and several activities proposed by this program may qualify for recertification credit. Coordination of coaching activities for meeting state and/or local certification requirements are the responsibility of the LPDC.

Coaching in Reflection

Once the teachers in our study began to move past their initial desire to simply survive, it became clear that they were placing much more emphasis on improving their teaching skills-on using new approaches to deliver instruction. There was a repeated emphasis of the value of thinking about what they had done and about how to improve their teaching and other behaviors in their roles as teachers. On numerous occasions,

participants indicated that being a part of the study caused them to think about what they were doing and, in effect, to reflect on their teaching and their roles as teachers.

The educational literature (Grimmett, 1988; Schön, 1983; Schön, 1988) suggests and our research supports the importance of reflective self-examination for the beginning teacher of vocational education. Indeed, the participants in our research indicated that the opportunity to think about what they were doing and how it affected them was of great importance to them. Even though this was an unintended outcome of the research, it was important nonetheless.

Beginning teachers should be given guidance and encouragement in the processes of reflective self-examination of their behaviors. They should have structured exercises that will assist them in finding the time and the opportunity to participate in reflective self-examination. The LPDC will provide initiative and guidance in this effort.

This program will provide numerous opportunities for the beginning teacher to participate in self-reflection. These opportunities include such activities as being involved in small group discussions, discussions with the LPDC and mentor teacher, workshop activities, course activities, self-analysis questions and answers, and video taping and self-critique.

Professional Development Plan

The purpose of the professional development plan for a beginning teacher is simply to give the beginning teacher an opportunity to think about her or his future and to determine short-term and long-term goals. The plan should not be a cumbersome task but an opportunity to explore what the beginning teacher hopes to accomplish. This plan will be developed as a collaborative effort between the beginning teacher, the LPDC, and the mentor teacher. Each plan will be individualized and designed to meet the needs of the beginning teacher so that she or he may become a knowledgeable, confident teacher. The LPDC and the mentor will periodically discuss with the protégé short and long-term goals and will assist her or him to determine the objectives that have to be reached in order to meet those goals. The induction model calls for the beginning teacher to set one-year and five-year goals and objectives for her or his professional career. (See the LPDC guide for the procedures used to develop the plan.)

A COLLABORATIVE APPROACH

The professional development program can be initiated by any education agency, but in most cases it would be implemented by a school system or a consortium of school systems. It is crucial that a person be held responsible for the success of the professional development program. In this model, that person is referred to as the Local Professional Development Coordinator (LPDC).

There are four logical partners in a comprehensive induction assistance program: (1) teacher education, (2) state department of education, (3) professional organizations, and (4) the local school system. Each can serve in an important and contributing role.

It is from the university teacher-education faculty that knowledge of the research base upon which the program is built must come. Education faculty members at the university level can take a broader perspective of the induction process. They can examine alternative solutions being tried in schools across the state and nation and help evaluate these solutions for possible implementation in other schools. In addition, the university faculty members collaborate with the LPDC to organize college-credit courses and noncredit workshops and provide assistance in areas of specialty to the beginning vocational teachers.

Personnel from the state departments of education serve various roles in their respective states, one of which is usually the certification of vocational teachers. It is necessary for local school systems to see that teachers are obtaining the requirements to meet certification regulations. Quite often states provide inservice education for teachers which can be coordinated with local programs of professional development. In some states, departments of education channel funds into beginning teacher assistance programs which can be tapped for local program funding.

Teacher professional organizations are taking an active role in providing inservice and other assistance to new teachers. The LPDC should work with these professional organizations to gain this support, prevent redundancy and overlap, and to enhance the local program by supplementing it with professional organization inservice activities.

The local school system or consortium of systems implementing this program would, of course, provide the facilities and part, if not all, of the expenses involved in

implementing the program at the local level. It is important that the local professional development program has the acceptance and support of teachers and local administrators within the system. These individuals will need to provide direct assistance on a day-to-day basis to their beginning teachers and others who need assistance.

Thus, there are four logical partners in a comprehensive induction assistance program. Officials of the state department of education should provide direction, teacher education faculty members should provide a theoretical and research base, local school administrators and teachers should provide support and direct assistance on a day-to-day basis, and members of the profession through professional organizations should provide discipline-specific and program-specific assistance.

CALENDAR OF ACTIVITIES

A suggested activities for a calendar year has been developed as a guide to implement the professional development program. This calendar can be found in the appendix of the guide entitled: *Professional Development of Beginning Vocational Teachers: Local Professional Development Coordinator Guide.*

CONCLUDING REMARKS

Organized induction assistance programs such as this can help new teachers to make a smoother transition into full-time teaching. This program will also serve to help in the retention of promising beginning teachers, many of whom leave teaching in frustration during their first years on the job. However, the beginning teacher is not the only one who will benefit. Students will gain from better instruction and mentors gain in professional stature, self-confidence, and morale.

If we are to have an effective teaching force in vocational education in the United States, then the ongoing professional development of beginning and existing teachers is imperative. In a typical teacher's career, there is no more critical stage than the induction period. As educational reforms place ever increasing demands on all vocational teachers, it is more important than ever that beginning teachers receive assistance in making the transition into teaching. This Professional Development

Program is a comprehensive approach to the induction and continued development of a professional teaching force in vocational education.

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